

ALUMNAE NEWS

OF THE STATE NORMAL AND INDUSTRIAL COLLEGE

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And let us not forget that higher pay for the women means to induce a higher grade, a more educated, more intelligent type of woman to enter the school-teaching business. It needs no argument to show that this means more for the progress of the city than can be accomplished by the expenditure of money in any other possible direction; for if a nation is finally based on the home, and the home is based on the individual, the training of the individual citizen is the very foundation of our civilization, certainly the foundation of possible progress and evolution to higher and better conditions.—*Musical America*.

WAR WORK AT THE STATE NORMAL COLLEGE

ELEANORE ELLIOTT

[For the facts which this paper contains, the writer gratefully acknowledges her indebtedness primarily to the History Department and secondarily to Misses Leafy Spear and Alice Preson, of the Senior History Class, who had compiled the information in a most interesting and accessible form.]

When the Woman's Council of National Defense in Washington settled upon eight fields in which women might render service to their government in this critical period, it gave definite direction to a tremendous and dynamic force hitherto officially unrecognized in time of war—the womanpower of the land. Millions of women, with enthusiasm and patriotism, energy and skill, who had longed for an opportunity to use themselves helpfully, found in the list of activities enumerated by the council just the work for which they were suited. But other millions failed to recognize in such phrases as "food conservation," "defense organization," "Liberty Bond promotion," services which they might render in their daily life at home. Quite as willing as their sisters, they have lacked the understanding of methods, have been confused by technical terms which a nation has caught up and made household words, and in their bewilderment have done nothing.

It is partly because the authorities of the college realize the need for training even in these simple matters and partly because the whole college is stirred with a desire to help in every way open to it that the record for war work here has been one of which every alumna and every one interested in the college may be genuinely proud. In each of the fields marked out by the council, where an institution limited in its function might move there has been more than creditable accomplishment.

The Red Cross has an enthusiastic auxiliary numbering 266 members, from both faculty and students. Organized in April, 1917, it produced during the Spring Term and Summer School 34 sheets, 36 pillow cases, 36 face towels, 18 bath towels, 27 wash cloths, 18 hot water bag covers, 18 bed socks, 36 hospital bed shirts, 27 pajama suits, 9 blanket bath robes.

The Fourth of July celebration during Summer School was transformed to a Red Cross day and the result of diligent work for three hours was 239 pairs of operating leggings.

Reorganization of the auxiliary in November, 1917, was effected with the following officers: Chairman, Belle Mitchell; vice-chairman, Mary Bradley; secretary and treasurer, Mary Dimmock Murray; fee collector, Pearl Cornwell.

Their most interesting day during the fall was Thanksgiving, which, by vote of the student body, was observed, as had been the Fourth of July, as a Red Cross day. Squads of knitters under the supervision of Miss Mendenhall and Miss Boddie, and groups of ten students captained by a student, several groups under the direction of a member of the faculty, who met to fold gauze compresses, worked three hours on Thanksgiving morning, the compress folders producing 1,370 packages, 27,400 individual compresses. The work was performed in strict accord with Red Cross directions, the workers being dressed all in white, and wearing the white head covering prescribed.

For regular work the auxiliary has been divided into groups to make various articles: trench candles, directed by Mrs. Boyd; bandages, directed by Miss Leggett and Miss McLean; beginners' knitting, under Miss Boddie's supervision; advanced knitting, supervised by Miss Mendenhall; sewing, directed by Miss Long. Already the auxiliary has returned completed: 25 sweaters, 40 pairs of socks, 275 trench candles, 28,900 gauze compresses.

The financial side of the Red Cross work has been less a burden than usual. Gifts, apart from the fees, amounting to \$168.00, have been received. Penny boxes into which the girls are asked to drop a penny a week have produced \$21.85, which has been used to buy a knitting machine for the use of the college Red Cross.

In its educational work, the college auxiliary was able to offer during Summer School three splendid courses: one in home dietetics, conducted by Miss Marsh; one in elementary hygiene and home care of the sick, by Miss Wyche; and one in first aid to the injured, given by Dr. J. A. Williams. Work in the regular term is being offered by Miss McLean, who has a class of sixteen women in home care of the sick.

The success of the Red Cross organization has been due largely to the energy and initiative of the faculty leader of the auxiliary, Miss Fort. Hers has been the ideas which have been materialized by the students; hers the enthusiasm from which many others have caught theirs; and hers the actual work which is necessary to the success of any undertaking. The record which has been made in all phases of the work is therefore, in large measure, attributable to her.

A phase of war work which has been repeatedly called woman's work is that of food conservation. A most valuable piece of service along this line is being accomplished

at the college. In fulfilling the function for which it was established, the college has had Miss Jamison, head of the College Extension Work in Home Economics, give courses during Summer School in conservation of foods. Between three and five hundred women took advantage of the course last summer which was designed to teach, in addition to pure conservation, something about foods, about body needs, about efficient cooking and attractive service. The lessons included demonstrations in:

1. Canning in glass and tin—methods in use at home and in community clubs.
2. Meat substitutes—cold dishes; hot dishes from left overs.
3. Balanced meals prepared in fireless cooker.
4. Conservation in wheat and meat.
5. Substitutes for wheat in bread.
6. Conservation in sugar: fruit desserts, war cakes.
7. Drying fruits and vegetables on stove.
8. Drying fruits and vegetables in community dryer.

It was in connection with this last demonstration that Miss Jamison planned and had built a dryer which was described in the last Alumnae News. Use of this dryer was offered, after her class finished with it, to the women of Guilford County, and it is estimated that more than 1,500 pounds of fruits and vegetables were conserved by its use.

In the state, Miss Jamison has been doing a very fine work, reaching over 18,000 women in her 200 demonstrations of proper methods of vegetable, meat and bread preparation. She has ready for distribution 10,000 war bulletins, containing valuable information as to ways of conserving fats, sugar, wheat in the period of need—material which is practically helpful to women who would like to assist the Food Administration.

To prove that it has faith in the precept it has been thus diligently teaching, the college has, through its dietitian, Miss Brooks, put into practice the principle of conservation with wonderful effect. In the report to the Food Administrator, it may be noted that a material saving has been effected in the foods that are scarest. The report follows:

	Normal Monthly Consumption	Present Monthly Consumption
Wheat	55 bbls.	45 bbls.
* Beef	3900 lbs.	3300 lbs.
Pork	1200 lbs.	None
Sugar	5450 lbs.	3850 lbs.
* Fish used instead.		

The meatless Tuesdays and wheatless Wednesdays have been regularly observed.

Finally, to scatter broadcast the conservation propaganda, there have been distributed 10,000 "Hoover" pledge cards, whose signers have agreed to abide by all the requests of the Food Administrator and who thereby become members of the Food Conservation League.

Students and faculty at the Normal College

have been no less generous with their money than with their time and effort. The Liberty Loan campaigns have met with response, which, considering the widely-advertised financial caliber of the school teaching profession, can only be deemed most patriotic. The purchase list is incomplete, but the following is the record to date:

	No. bonds	Value
Student Gov. Association	2	\$ 100
Adelphian Society	2	100
Cornelian Society	2	100
Students	12	600
Faculty	128	6400

Total \$7300

More generous still, because it lacked the financial return which the bonds carry, was the response to the campaign for the Y. W. C. A. Friendship Fund. After a two-day campaign, during which Mr. Jacob, Y. M. C. A. Secretary from Fort Oglethorpe, and Miss McElroy, Y. W. C. A. Traveling Foreign Secretary, were active helpers and speakers, a canvass was made with the following result:

Students contributed	\$3,588.10
Faculty contributed	1,043.00
Societies contributed	200.00
Student Government Association	200.00
Training School	60.83

Total \$5,091.93

This amount from the students was contributed in almost every instance by sacrifice of some luxury, or even of a necessity. Trips home, dresses, shoes, society pins, sweets, car fare—all went into the gifts, and better still, the fine spirit of generosity and sympathy which filled the college put life into the gift.

Less spectacular and dramatic than the already mentioned activities is the quiet work being done to create a strong spirit of loyalty and co-operation through student body and state—the educational war work. This has been accomplished first through lectures by people who have a real message for the interested. Mrs. W. McNab Miller, of Washington, at commencement last year talked most inspiring on "Woman's Conservation Work"; Mrs. Alice H. Wood, of the Woman's Council of Defense, also spoke July 4th on a similar subject; Dr. Archibald Henderson, of the State University, spoke on Founder's Day on "Women and the War"; and we are promised before the spring is over many splendidly inspiring talks on allied subjects.

The history department is undertaking to carry abroad the message by preparing lectures for use in the extension department. Both Miss Elliott, Mr. Beneke, and Mr. Jackson have talks on subjects ranging from the "Causes of the War" to "Women in the War," which are available for use at any time. On the latter subject Miss Harriet Elliott has already spoken at Thomasville, High Point and Greensboro.

But the history department is engaged further in a work which, if not so immediately effective, will be of immense permanent value: the task of collecting information as to the activities of North Carolina women during the war. "This material is to be permanently preserved here," says a bulletin of the department relative to this work, "so that when the historian of the

future comes to tell the story of this great epoch, unlike the historian of the past who tries to write of woman's part in the life of former days, he will not lack for ample and correct records." The information sought and preserved is as varied as the activities of women: it includes her work in the Red Cross, in food production, in food conservation, in knitting and sewing, in Y. W. C. A. war work, in the interests of public health, in the care and safeguarding of children, in club work and defense organizations, in Liberty Bond purchase and sale, in the field of physician and nurse, and in new occupations. The material is being collected through an organization of alumnae, one in each county, who has undertaken to gather the information. Their reports as yet are very incomplete, but from fifty counties reporting on Liberty Bond purchasers among women, we find 4,423 women buying bonds worth \$1,659,280.

An account of the war work at the Normal College would be most incomplete if it failed to take into account the change in atmosphere which may be very easily detected. The students are serious about the war; they mean to contribute to its prosecution from their every resource. Evidences of this spirit are numerous: the time-honored and expensive custom of having banquets at initiation was suspended as being unpatriotic; even the cherished Junior-Senior banquet was sacrificed to the Y. W. C. A.'s appeal for money. Of their own accord the girls met and resolved to aid the dietitian in her efforts at conservation by cheerfully co-operating with her in any move she considered wise. Some of them abandoned the habit of buying drinks at the drug store; others agreed to buy no sweets. A great group of girls, independent of Red Cross workers, have been knitting. Indeed the sign of the knitter is all over the campus. These have completed 75 sweaters, 23 mufflers, 5 helmets, 4 wristlets, 7 pairs of socks.

And the training school, too, has borne testimony to the war spirit by producing under the supervision of Misses Birvis, Lawrence and Nash a patriotic pageant of stirring scenes—Columbia's gifts to her allies.

The tale is not all told, for the end is not yet. But this, which may be but the prologue, is sufficient to prove that even at an institution presumably given over to academic learning, the great call of the world's pain and the world's need is meeting with response that proves our ears not too deafened by class room discussion and our minds not too absorbed by problems of the desk to turn and hear and help.

DR. GUDGER'S TEXT-BOOK

A bit of work in which the whole college may take pride—present and former students and faculty alike—is the publication as one of our regular college bulletins of Dr. Gudger's "Primer of Household Biology." This book, which is now used as the basic text for the Freshman course in biology, is the fruit of twelve years' teaching, and is the crystallization of a desire to arrange a course which should prepare students for domestic science and at the same time lay a solid foundation for advanced work in biology.

The prime virtue of the little book is its simplicity. From preface to finish there is

no phase of the subject presented which is beyond the grasp of a person of average intelligence and attentiveness. One is struck with the effort of the author to rid his explanations of any confusing phraseology or unnecessarily technical diction. But Dr. Gudger has achieved this aim with no loss of scientific value, sacrificing at no point the needed scientific terminology and the fundamental facts. A second charm, upon which the first rests, is the absolutely logical construction of the Primer. This quality should make the author's hope easily realizable: "That it may be found available for a like course in the high schools of the state."

Assisting Dr. Gudger in the preparation of the book were Miss Mary Robinson and Miss Seymour, of the science faculty, and Miss Mary McCulloch, '10, who made seven of the very excellent illustrations used in the text.

Dr. Gudger has already been approached by three publishing houses, McMillan, Ginn, and Holt, who are seeking permission to put the primer into regular text-book form. The alumnae tender him congratulations on the success of his little book.

Appended is a review of the Primer by Professor J. J. Wolfe, of Trinity College:

"A book now issued as a bulletin and modestly styled a primer by its author, represents a new departure in the teaching of biology in this country. Here, for the first time so far as the writer knows, have the facts of this science with a bearing on household efficiency been marshaled with a view to welding them into an organized body of knowledge. Twelve years spent in teaching this subject to young women has peculiarly well fitted Dr. Gudger to choose wisely the materials best adapted to this purpose.

"The laboratory work embraces the study of only five types of living things, viz.: a green alga, yeast, amoeba, bacteria and molds. The study of types is thus reduced to its lowest terms. Nevertheless, so skillfully and thoroughly are the details derived from these several sources interwoven and tied together that aside from problems of evolution and classification most of the great principles of biology are well presented. For example, upon the study of a simple, single-celled plant, including experimentation and microscopic examination, is based the fundamental biological concept that in the last analysis the world's supply is dependent absolutely and completely upon the green material of plants. Likewise a single simple animal is used to establish the equally important generality that animals are primarily transformers and liberators of the energy stored by green plants. The limits of this review would hardly permit an epitome of the treatment devoted severally to the yeasts, bacteria and molds. Suffice to say that they are handled adequately, clearly and forcefully, both as to their beneficial and their baneful activities. No person, especially a woman, who puts into practice the information contained in this book can fail to live a healthier, happier and more efficient life herself, and to contribute immeasurably to the well-being of those dependent upon her ability to make a well-ordered home.

"It is difficult better to express briefly the contribution of the book than to quote its purpose as stated by the author—to do two things for the students who use it: to give them a sound scientific conception of some of

the great fundamental principles of biology and to drive home to them such a practical knowledge of certain most important living things as will enable them to live healthier and happier lives,' and then to say that in the judgment of the reviewer, and in the slang of the day, he has made good.

"It is a real pleasure to chronicle the appearance of a practical book of such excellence from a neighbor institution and to say that, in the opinion of the writer, the inclusion of a course in biology such as is here worked out would contribute strength and depth to any serious study of domestic economy."

STUDY RURAL SOCIETY THROUGH THE SCHOOL

Beginning with the first of next year, the State Normal College still further identifies itself with the public school problems of North Carolina by the institution of special training for rural supervision. To make the study particularly accurate, the college has taken over a two-teacher rural school in this county, of the usual type, and will utilize it for a training locus. This school is located four miles from the city, and the young ladies who will study this new course will be conveyed back and forth in the college automobile, when occasion arises for the concrete illustration of methods.

There are five departments in this training the college is to give. A selected faculty will carry the student through the various courses, beginning with a study of the social life of the community as a basis for supervision of the school which is in it. The purpose is to give the teachers throughout the state the "community point of view" so the school "affairs will be studied from the angle of the home, the church, the club, and business." The relation of public school education to the welfare of society will be studied. Methods of teaching from a social point of view will be analyzed, and the educational functions of such informal teaching agencies as the home, the church, labor organizations, woman's clubs and fraternal societies will receive the careful attention of the teacher.

The supervisors will be trained in standard scales for measurement of pupil progress and capacity and actual measurements will be made in Guilford schools for this valuation and for comparisons. These measurements will be studied "with a view to determining those factors in teaching and learning which affect the progress of classes and of schools. Some consideration will be given to examining some of the causes of success or failure of individual pupils, and to prescribing measures for their improvement. The purpose here is to furnish supervisors with a basis for constructive criticism and improvement of instruction."

Rural sociology, taught in connection, will give the student an idea of the social problems of the rural community. In this will be studied and analyzed the shifting of population from rural to urban communities and vice versa, the business side of farming, rural health and sanitation problems, social features of farm life and a number of other phases of the life of the state. The teacher will be instructed in methods or improvement of life on the farm, with a view to making it more attractive.

The foregoing comprehensive plan will inculcate knowledge of how to study intelligently the community in which the teacher should be placed, and how to diagnose that community's ills, and to plan for its betterment, in so far as possible, through the school as the center of the influence. Then, the student here will be taught school management and how to further co-operation between the school and the home.

Perhaps no announcement of new work at the college has meant as much in prospect to the state as this. Heretofore the institution has been in a measure without means to render itself of immediate value in standardizing school work throughout the state, despite the fact that it has been pouring teachers into the public school system for years. Through the graduation of rural supervisors with the instruction which will render their policies similar, the public school system may be helped to arrive at a high, standardized plane.—*Greensboro Daily News*.

COLLEGE NOTES

ETHEL BOLLINGER, '13

The lives of our students have been greatly enriched this fall by the many messages from, and glimpses of, world work, which have been brought them by persons closely connected with such work.

The week of November 12-17 was Fellowship Week. During this time the War Friendship Fund Campaign was waged, when \$5,000 was raised for war relief. The story of the many sacrifices made by the girls, in order that they might contribute to the fund, has become known all over the state. The atmosphere was full of the spirit of self-sacrifice for days, and it did not prove a passing fad either. Economizing and "Hooverizing" are not merely terms heard around the campus. They are principles that are being lived. In connection with Fellowship Week, we had with us several speakers of note. On November 12th, Mr. Elmore, a Nebraskan, who is working among the soldiers at Camp Greene, brought us a message of fellowship from the camp and told of the Y. M. C. A. work there. Captain Jacob, of Fort Oglethorpe, delivered an inspiring address upon the great need for the work of the Y. M. C. A. among the training camps and prisons.

The recognition service of the Y. W. C. A. was unusually impressive this year. Over three hundred of the new students, wearing white and carrying lighted candles, were admitted into the fellowship of the organization—an organization which has come to mean so much in these times of stress and change.

The two literary societies of the college were greatly augmented in numbers and strength when the new girls were admitted. Following the practical policy used in all entertainments this year, the banquets were dispensed with, the beautiful and impressive initiatory exercises only being held.

On November 6th, after an unusually interesting review of the history, organization and purpose of the Red Cross Society by Miss Harriet Elliott, the local Red Cross Association was reorganized for the year. Officers were elected as follows: Chairman, Belle Mitchell; vice-chairman, Mary Brad-

ley; secretary and treasurer, Mary D. Murray.

"Red Cross" cannot be mentioned here without its calling to mind the most excellent, untiring and unselfish work that has been done by Miss Boddie, of our faculty, in the knitters' club. Miss Boddie has made thirteen sweaters, five pairs of socks and one helmet, besides having taught countless girls to knit. Miss Boddie has long since ceased to do her "bit" for her "utmost."

On Thanksgiving night the Adelphean and Cornelian Literary Societies met in their annual debate. The query was: "Resolved, that the United States should abandon the Monroe Doctrine." The affirmative was upheld with more than ordinary clearness and force by the Cornelian debaters, Frances Walker and Bess Farham. The Adelphean debaters, Willard Goforth and Eliza Collins, developed the negative step by step in such a forceful way that the judges granted them the victory.

On November 16th a most artistic song recital was given by Miss Lora Lulsdorff, in the college auditorium. Miss Lulsdorff is the possessor of a mezzo-soprano voice, rich, full, and responsive to every emotion. The simplicity and naturalness of her singing is her charm. Her program included two groups of English and one group of German songs, which were rendered with great artistic excellence. Miss Lulsdorff was assisted by Claire Henley, '16, pianist, also of the music faculty; Sara All, a senior music student, and Prof. Scott-Hunter, head of the organ and composition department.

On Wednesday evening, December 19th, the college chorus gave the famous Italian choral piece, *Stabat Mater*, by Rossini, together with a varied program. The soloists for the evening were Miss Katherine Severson, soprano, and Miss Lora Lulsdorff, mezzo-soprano, of the musical faculty of the college; Judson House, tenor, of New York City, and Edmund A. Jahn, basso, also of New York. Prof. Scott-Hunter played the organ accompaniments, and Nell Bishop, of the senior class, was at the piano. The whole production showed wonderful interpretation and was the result of splendid training. Never has Miss Severson's voice appeared to better advantage than in her solo parts, and Miss Lulsdorff's lovely mezzo-soprano was at its best. The performance was closed with the singing of the National Anthem by the chorus and audience.

On November 21st the students of the college were given a rare treat, in being allowed to hear the Russian Symphony Orchestra at the Municipal Theater. This concert was one of the many musical numbers in the college course of entertainments for the year.

We are always being asked, "What are you doing at the college in the way of extension work?" No attempt can be made to give here an estimate of the extension work that is being done, but mention must be made at least of the work of several departments along this line. The history department has prepared a series of lectures and study courses relating to the war, which deals chiefly with "women and the war." The lectures will be furnished upon the payment of the traveling expenses of the lecturers. The study course is designed for the

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CURRICULUM

From the reports that come to us, we think that there is great danger that the students of our state are making an irremediable mistake in the choice of their studies both in the high school and the college. We understand that both the attempt at the education of our people as a whole and the varied pursuits of our complex life demand a much more elastic course of study than was given a half century ago. A large part of our high school students are not capable of mastering a liberal arts course and should not be given one. Nor is this fact one to be regretted; for, if the great majority followed the liberal arts course, the world would be in sore need of tradesmen and technical workers.

But when a teacher or a parent allows a student capable of mastering the more difficult subjects in his course to select other subjects because they are easier, he betrays the high responsibility entrusted to him. Furthermore, when a person says that one subject is an equivalent substitute for another, he is generally wrong. There are a few extremists (we have extremists in the field of education as well as elsewhere) who claim that as much mental development and culture are gained from the sewing of a seam as from the solving of a problem, or from the making of a bed as from the analyzing of an English sentence. Such statements are easy to make if the persons who utter them do not feel morally responsible for their utterances. Again, such statements fall "in to rich ground" when they fall upon the ears of a youth struggling with his mathematics or his grammar. He does not take time to consider that these statements have not been proven, but gladly casts aside his more difficult work for the easier tasks. If he gets as much mental development from the study of agriculture as from Latin, he will open his Caesar no more; or if manual training is a substitute for Greek, he will struggle no longer with the Greek verb. Let us say, please, that we are not at all opposed to the study of agriculture, manual training or any other vocational subject, but we are opposed to having young students told by those in authority that these vocational

studies are satisfactory substitutes for the purely cultural subjects. Young students, in fact, naturally seek the easier road to graduation, leaving the responsibility of the seriousness of the curriculum to the teachers to whom that task has been intrusted.

Are the teachers meeting this responsibility fairly and squarely? Can a teacher tell a student who omits the more difficult subjects in the curriculum that he will be as well trained mentally as he would have been if he had mastered those difficult subjects?

To be specific, can a student find a substitute for Latin? For an answer let us have the opinion, not of some classical teacher, but of an educator of broad vision and of large experience, Dr. Nicholas Murray Butler, President of Columbia University, who spoke thus in his report (14-15) which was given to the public last November:

"The decline in the number of those American students who study Greek and Latin and who have a reasonable familiarity with the history and literature of Greece and Rome is greatly to be deplored. No educational substitute for Greek and Latin has ever been found and none will be found so long as our present civilization endures; for the simple reason that to study Greek and Latin under wise and inspiring guidance is to study the embryology of the civilization which we call European and American. In every other field of inquiry having to do with living things, the study of embryology is strongly emphasized and highly esteemed. What is now being attempted all over this country is to train the youth in a comprehension of our civilization which has historic and easily examined roots, without revealing to them the fact and often without even understanding the fact that modern civilization has roots. Phrase-making and vague aspirations for the improvement of other people are, unfortunately, now supposed to be a satisfactory substitute for an understanding of how civilization came to be what it is. It so happens, too, that in the embryonic period of our civilization, man's intellectual and aesthetic achievements were on a remarkable scale of excellence. These achievements rightly became the standard of judgment and of taste for those generations and centuries that followed. When we turn aside from the study of Greek and Latin, therefore, we not only give up the study of the embryology of civilization, but we lose the great advantage which follows from intimate association with some of the highest forms of intellectual and aesthetic achievement."

J. D.

TEACHERS' SALARIES

Of the present day topics, many are of deeper import and of far more extensive influence, but probably no one touches the individual lives of the alumnae more closely than the question of teachers' salaries. It is gratifying to see that this much neglected question is being brought to the attention of the public and is being discussed, to some extent, by the leading state papers. For we believe that when the people of our state fully realize the importance of well-trained teachers, they will be glad to pay salaries large enough to give satisfactory training to their children—their richest asset. Our people do not understand that a successful

teacher must have serious, expensive training to fit her for her work—more serious and more expensive than the training of a civil engineer, an electrical engineer, a farm demonstrator or any other person handling matter rather than mind. If our people understood that it is more difficult to mold character than to construct a road, to control a fierce temper than to handle an electric current, we would not find a small village paying a much larger salary to its superintendent of light and water than to its superintendent of schools, or one of many townships in a county paying a larger salary to the township supervisor of roads than the whole county pays to its superintendent of education. For no true father willingly and knowingly sacrifices his own child for a small material gain. Again, no true citizen willingly gives his money unless he feels that it is wisely spent. Therefore, our people must be made to realize that the future of their sons and daughters, in so far as they may materially affect this future, depends largely upon the quality of the teachers employed. One difficulty that lies in the way of bringing the people to a realization of this truth is the fact that many people believe only what they see with the physical eye. A man sees several expensive buildings in his town burn because of improper wiring, and at once he is ready, for self-protection and for the good of his own town, to employ a more efficient electrician. Frequently that same man fails to see that the soul of honor is being consumed in his only son because of improper standards of truth and fairness and integrity in the school. Men must be made to realize that the most difficult task before the teacher is not that of guiding the child in his mastery of the academic subjects in the curriculum, but is that of developing in the child high standards of truth, honor and fidelity. Is it more difficult to teach a child to preserve fruits and vegetables in purity and cleanliness, or to keep her own soul and body pure and clean? This question to us seems useless, but the men of our state are paying twice as much to the woman who preserves our fruits and vegetables as to the one who trains our youth.

Because of their inability to live on the salaries now paid, teachers are rapidly leaving the schools and accepting other work. No word can be said in criticism of this act. For on account of their broad, humane interest in life, teachers have for many years labored for a far lower wage than they should have received. This exodus of teachers will necessarily cause still greater inefficiency in our schools for a few years, but since it brings the matter before the public, we hope that in the end it may prove a blessing. Surely the people will now consider thoughtfully and seriously not only the compensation, but also the qualification of the teacher. And while this question is being considered, the women of our state must see to it that the men realize the injustice, the unfairness of paying two prices for the same amount and the same quality of work. It would be just as fair to pay a woman farmer \$1.50 per bushel for her wheat and a man \$2.20 per bushel for his as to pay a woman high school teacher of Latin \$75 per month and a man high school teacher of Latin \$125 per month, especially when the woman is the better teacher. Horace E.

Deming said at a teachers' mass meeting: "It needs no argument to convince any sane and reasonable person that a man or a woman, a city or a state, a corporation or an individual—any employer—who pays A a different price from B for doing the same work is guilty of a mean act. Now, there is something inexpressibly mean in according treatment to a woman which one would not even contemplate in the case of a man."

"* * * Under all circumstances pay the same price for the same work, irrespective of the sex of the worker." We believe that no argument will be necessary to convince the men of North Carolina that "justice requires that the amount of compensation should not be regulated by sex but by the amount of service rendered." But if argument were needed, all the worthy arguments are on the side of the women teachers—on the side of justice. And justice finally will prevail; for "Progress never really stops on her upward path, though she may sometimes seem to lose her way."

J. D.

They taught him how to hemstitch and they taught him how to sing,
And how to make a basket out of variegated string,
And how to fold a paper so he wouldn't hurt his thumb,
They taught a lot to Bertie, but he couldn't do a sum.

They taught him how to mold the heel of Hercules in clay,
And how to tell the difference 'twixt the bluebird and the jay,
And how to sketch a horse in a little picture frame,
But strangely they forgot to teach him how to spell his name.

Now, Bertie's pa was cranky, and he went one day to find
What 'twas they did that made his son so backward in the mind.

"I don't want Bertie wrecked," he cried,
his temper far from cool,
"I want him educated," so he

took him
out of
school.
—Selected.

WOMEN TEACHERS

Prof. Dewey, who was head of the department of Philosophy at the University of Chicago from the foundation of that institution and who thirteen years ago accepted the chair of philosophy at Columbia, says:

"There is no more efficient body of workers in America than the great army of its women teachers. They feminize boys? Nonsense! Where are our effeminate boys, if you please?"

"I wish that I could happen on some of these effeminate school boys. Some how I have never been able to discover them. Strangely enough, the people who lament their ascendancy, don't seem to produce the article."

"The notion that our splendid teachers

are making mollycoddles of our boy students is utterly absurd. Why, women themselves are anything but mollycoddles in these days of basketball and athletic 'stunts' without number! They'd be the first to despise the 'feminine' boy—instead of petting him into being. The whole notion is an English pipe dream."

"There is absolutely no reason why women should not occupy the executive as well as other positions in our educational system. Chicago proved itself more progressive than New York, when it placed a woman at the head of its immense school system—because she was the fittest one for the place. She has done splendid work in the past—she will continue to stand for even finer accomplishments in the future, because her field is larger. But she is no glaring, lonely exception. There are probably women right here in New York who are as fit, or fitter, to hold important administrative positions in educational matters now occupied by men. Fitness should be the only requisite of choice. Is it?"

"I believe that women do excellent work in the more highly salaried teachers' positions that already exist. It has been contended that with all the advantages of their higher education, women have not proved themselves the equals of men in intellectual accomplishments. I believe that they have not been given the chance to do this. Positions of responsibility and power have not been open to them. They have been denied the highest opportunities of research, for example. When they have been granted such, well, even Mme. Curie's own husband admitted that his wife was as much the discoverer of radium as himself!"

"I should like to see more women in professors' chairs in our colleges and universities. In the women colleges they have long done work of the highest order. Why should they be less able to do such work in colleges not devoted entirely to women?"

"Prophecy is a rather foolish and thankless task, but I believe that before many years we are going to see women occupying professors' chairs in our co-educational colleges at least. I am positive that women could do most excellent work in such positions. Why not? The woman's brain and the man's brain are both capable of equal achievement. The only reason for the apparent discrepancy between the work each has so far actually performed, is that one has deliberately handicapped the other with narrow opportunities and conventionally restrained outlook. If you take two equally healthy babies and tie the arms of one of them till both of them grow up, of course you will have a weaker physical development in the case of the one who has been bound. For centuries men have been tying women's brains and the result is a weaker mental development. That will all be remedied when the bandages are removed. And a new one is being taken off every day."

"I would see the teaching system equalized—more women among college instructors, more men in the public schools. I would have a fair contest of brains, without regard to sex. And let the best man—or woman—win!"—*Equal Pay for Equal Work, 82-84.*

EQUAL PAY

Great men believe in equal pay for equal work and many have taken an active stand to help bring about this reform. Foremost among these we reckon Mr. William G. McAdoo, Secretary of the Treasury. Mr. McAdoo, when president of the Hudson River Tunnels, said to a reporter: "When Mr. Munger told me that women as ticket sellers were more nimble-fingered, more expert than men, I told him to take them on at full pay. The day is here when it is a necessity for a large number of women to be employed outside of the home, and it is only fair that there should be no discrimination in the matter of pay. Work is work, no matter who accomplishes it, and if women can do so as well as men, they should have the same money."

On December 17, 1909, Mr. McAdoo sent the following letter to Miss Grace Strachan, President of the Interborough Association of Women Teachers, New York City:

My Dear Miss Strachan:

A severe cold prevents me, much to my regret, from participating in your meeting tonight.

You are contending, as I understand it, for the principle that for the same work, executed with equal efficiency, women should be paid as much as men.

I don't see how there can be any difference of opinion on this point. The fact that a given service is performed by a person who wears breeches does not make that service less valuable if equally well performed by a person who doesn't wear breeches. It is the character and quality of the service itself that determines or should determine its value, no matter what the sex of the person who renders it. And it makes no difference or should make no difference whether the performer has or has not somebody to support; nor is it a question of the "emotions," except in so far as the emotions inspire fair play and justice.

If a woman teaches the same classes in the same grades as the man, and does it just as well, she should have the same pay as the man.

If a woman sells tickets on a railroad just as well as a man, she should receive the same pay as the man. We voluntarily recognized this on the Hudson Tunnel System, where women are employed as ticket sellers. It is an act of common justice—nothing more. It is unnecessary to multiply examples. The principle is sound beyond question. It is only a matter of its application.

If this be admitted, how can we refuse to equalize the pay of men and women teachers? If women are discriminated against, why should it be continued? The only argument I have heard against it is that it will increase taxes. Even if this be true, can we continue to perpetuate injustice merely to keep the taxes down? We can't afford to measure justice in dollars. It should be meted out at any cost. When the stricken people of Cuba cried out to us for justice, we didn't hesitate to make war on Spain because it might increase taxes. We didn't count the cost in blood and treasure when we decided that justice should be done. While we must be practical and reasonable in the application of every sound principle, we should not be deterred from correcting, within the limits of our means, inequalities

and insufficiencies in the pay of men and women teachers because it may increase the taxes. I do not know how far such inequalities and inadequacies exist, but they ought to be promptly ascertained and corrected.

Modern economic conditions have forced women to work in the same fields as men. That of itself is hard enough. No good citizen should be willing to put woman at a disadvantage or to discriminate against her in the matter of pay or opportunity in the struggle for her existence.

With best wishes, I am,

Very sincerely,

W. G. McADOO.

COLLEGE NOTES

(Continued from Page 3)

use of clubs, classes or teachers, and the syllabi and small package library will be furnished groups of workers upon payment of parcel post charges. A brief outline of the lecture subjects and study course follows:

LECTURES

Mr. W. C. Jackson, Professor of History. (a) Why We Fight. (b) Peace—When, and What Kind.

Miss Harriett W. Elliott, Associate in History. (a) Some Fundamental Causes of the World War. (b) Democracy, War and Women.

Mr. Herman H. Beneke, Professor of Sociology and Economics: (a) War Finances. (b) Economic Factors in the Causes of the War. (c) Economic Results of the War. (d) Some Social Aspects of the War.

Lectures upon other phases of the war will be given upon request.

A STUDY COURSE FOR CLUBS, Y. W. C. A.'s, TEACHERS, OR ANY GROUPS OF WOMEN

The following topics, while related in a general way, may be easily and profitably studied separately. Each topic may also be studied briefly or at length. It is therefore possible for those clubs, or classes, which have their programs made out for the year, to use at least a part of this course with only slight modification of any prepared program.

I. Women and Democracy Before 1914: 1, Education; 2, Industry; 3, Social Conditions; 4, Government.

II. Women in Europe Since 1914: 1, England; 2, France; 3, Russia; 4, Germany; 5, Belgium; 6, Turkey.

For additional information concerning this work, write J. I. Foust, President.

Miss Jamison has begun her work along the line of food conservation, with the club women of the state. Miss Jamison will deliver lectures on this subject in answer to requests for the same in any part of the state.

The twelve weeks' course in canning and home demonstration work began on January 10th, with a good attendance. The work outlined for study is of interest, not only to those who are preparing to do home demonstration work, but to women who desire to become more efficient home makers. The subject of food conservation will of course be given vital importance.

We are glad to welcome back Miss Mary Taylor Moore, our registrar. Miss Moore

has been studying the administrative systems used in the universities of the east and middle west for the past six weeks.

Dr. Eugene W. Gudger spent the Christmas holidays in Washington, D. C., doing research work at the U. S. National Museum.

Miss Rhoda Baxter, formerly of the physical training department, and Mrs. Nunnally, who was one of our trained nurses several years ago, are now in France, engaged in the reconstruction work.

Dr. Gove is in New York studying advanced medicine and French this winter.

Miss Mendenhall has just returned from a very delightful week spent with Dr. Gove in New York.

Miss Lora Lulsdorff and Sara All, '18, gave a Red Cross benefit concert in Mt. Holly during December.

We are entering upon a year of great activity and promise. The building program adopted at the last meeting of the legislature will be begun in the near future. McIver Building will be completed first, and after this, additional dormitory and assemblage space will be added.

Persons of note have been given dates on our college calendar for the spring term, among whom is Jeanette Rankin, the first woman representative in Congress.

COLLEGE COMMUNISM

Yale is not permitting the war to delay its construction of the three million dollar new dormitory system which the munificent Harkness gift has made possible for the university. Since the decision to press these large building operations has been reached after full reconsideration in the light of conditions caused by the war, it may fairly be taken as an accomplished fact and attention is centered on the large benefits which its working out will confer upon Yale. Everywhere the movement in our colleges is toward an extension of the dormitory system. So rapidly does this construction move forward, that we can almost foresee the time when the private lodging house for students will be a thing of the past in our university cities and college towns. The institutions will be providing dormitories for all men who need them. Strange that this new insistence upon a more communal order in the mere housing of students should come almost synchronously with the development of newly communal requirements in the courses of study. Just as the freshman at Harvard is beginning to be restrained from choosing any or all subjects of study which his individual will or whim chooses, at the same time it is decreed that he shall not live anywhere he chooses, but in some dormitory where he will be with many others of his same class, and under some official restraint. Probably there is no direct connection between these two changes, but both are acceptable signs of a reaction against the excessive individualism of the past decades.—*Boston Transcript*.

ALUMNAE NOTES

LAURA H. COIT

Maude Broadway Goodwin, '93, writes that Miriam Goodwin will soon be ready to enter college.

Gertrude Bagby Creasy, '94, is working very diligently to make the life of the sol-

diers camped near Wilmington much happier than it would otherwise be.

Elta Spier, '95, is enthusiastic over her rural supervision work at Rocky Knoll School. She spent her holiday with relatives in New York.

Mary Arrington, '95, was found during the Teachers' Assembly to be full of plans for the success of the Sand Hill Farm Life School.

Mamie Arnold, '93-'95, is teaching in Cameron.

Mrs. F. P. Hobgood, remembered among us as Lucy Glenn, '96-'01, has returned from California to make her home in Greensboro. We heartily welcome her and Mr. Hobgood.

A daughter was recently born to Rev. and Mrs. George N. Cowan, of Apex. Mrs. Cowan was Stella Middleton, of '96.

Mary J. Rowe, '97-'00, is county agent of home demonstration work in Catawba.

Anna Ferguson Peace, '01, is teaching in Durham.

Lucy Cobb, '96-'97, is home demonstration agent in Duplin.

Lulu Cassidy, '98-'05, is home demonstration agent in Robeson.

Clee Winstead, '98, attended the Assembly in Charlotte. Miss Zell Winstead, '99-'00, was present also.

The following quotation from the annual report of the hospital in Shaohsing, China, is of interest to friends of Alma Pittman, '02: "Nursing in disease is half the battle. More and more, as we watch the thorough, orderly, and skillful conduct of the nurses' department do we appreciate the value of our superintendent of nurses. She keeps the supplies in classified order, gives attention to the detail of the wards, and instructs the nurses in the execution of their duties as no physician could do. Things look up with a brighter, cleaner face so long as she is in the hospital. The problem of training an efficient corps of nurses is greater than one realizes who has never been in a land like China, where the most common expectation is dirt and the most ordinary thought is disregard for others. It is no small measure of Miss Pittman's success to feel that the nurses are generally responding—and with no small degree of efficiency—to the training which she daily and hourly drives into them, 'Line upon line, precept upon precept, here a little and there a little.'"

Goldie Dees, '02-'06, is stenographer for McLean, Varner and McLean, of Lumberton.

Jessie I. Williams, '02, teaches first grade work in Durham.

Ida Cowan, '02, does second grade work in Durham.

Annie Stewart Marsh, '02, attended the Teachers' Assembly.

Lucille Foust, '03, visited her sister in Greensboro during the holidays. We were glad to welcome Lucille after the lapse of years and to show her the many changes that have taken place at the college. We found her enthusiastic over her work in education at the Murfreesboro Normal.

Mary T. Moore, '03, made a visit to a large number of colleges and universities in the east and middle west during November and December.

M. Adna Edwards, '03-'06, is home demonstration agent in Lenoir County.

Norcott Broadfoot Pemberton, '03-'04,

(Continued on Page 8)

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spent a few hours at the college in December. After taking a course at Pratt Institute she took charge of the cafeteria at the Hanes industrial plant in Winston-Salem. She and her family have a pleasant home in Winston. Mrs. Pemberton thoroughly enjoys her work and we are sure that she does it very efficiently.

Mary Jones, '04, recently lost her mother. We extend our loving sympathy to her and her family in this great loss.

Eugenia Harris Holt has a little son, named J. Allen.

Beulah Rhyme, '04-'06, teaches in Lincolnton.

Susie Williams, '04, teaches the seventh grade in the Morehead School in Durham.

A daughter was born to Louise Dixon Crane, '05, during the fall. She was warmly welcomed to her home in the Belgian Congo.

Lettie Spainhour Hamlett, '05, has a daughter, born in Soochow, China.

Flora Thornton Archer, '07, is living on Fifth Avenue, Greensboro, near St. Leo's Hospital grounds. She and Mr. Archer and the small son and daughter are pleased with their new home.

Mary Hyman, '07, has been appointed chairman of the Child Welfare Committee of the Board of Public Welfare, of Greensboro. Miss Hyman is very deeply interested in this work and will make an excellent chairman. She is doing primary work in the Greensboro schools.

Mrs. David H. Brown, nee Grace Hall, '07-'08, is home demonstration agent in Northampton County.

Josephine Thomas, '07-'09, is teaching in Graham.

Mary Stradwick, '07, on account of her health, has gone to Florida for a few months.

Mary Carter Crump, '07, is now living in Salisbury.

Cora Morton, '08-'09, has been promoted in the civil service from time to time and is thoroughly pleased with life in Washington.

Bessie Ives, '08, had supervision of part of the needle and fancy work exhibit in the Pleasant Hill community fair in December.

Willie White, '08, is home demonstration agent in Wilson County.

Delha Austin, '08, was critically ill with pneumonia during the fall, but she has partially recovered. She has done most excellent work at Badin, both in the primary grades and on the playground.

The address of Carrie Powell Smith, '08, is 536 Fresno Ave., Fresno, Cal.

Grace McCubbins' address is care Ladies' Home of Southern Methodist Church, Wousau, Korea. Miss McCubbins has charge of the hospital at Wousau. She was with us in '08-'09.

Bessie Cauble, '09, is teaching science in Badin.

Belle Hicks, '10, was married on December 6th to Dr. S. P. Purvis, of Salisbury. Mary Louise Brown, '10, spent Christmas in Greensboro with her brother's family.

Blanche Whitmore, '10-'12, teaches second grade work in Durham.

Willard Powers, '10, is now doing office work in Washington, D. C.

Laura Weill Cone, '10, has been appointed a member of the Board of Trustees of the Greensboro city schools. She serves as vice-chairman of the board.

Adelaide Morrow, '11, teaches in Graham. Annie Lee Rankin, '11-'13, is home demonstration agent in Mecklenburg.

Katherine A. Cobb, '11-'14, was married on December 29th to Lieutenant Charles Pickett. Her home is 322 Loudon Street, Portsmouth, Va.

Annie Gattis, '12-'14, is teaching in Andrews.

Nettie Fleming, '12, is now Mrs. L. B. Smith, 215 Walnut Street, Wilmington, N. C.

Gladyss Ashworth, '12-'14, has just graduated from the Moody Bible Institute of Chicago.

Alice Whitson, '12, visited the college in January.

Florence Mitchell, '13, is teaching in Charlotte.

Lizzie Roddick, '13, has charge of the home demonstration work in the eastern district of the state.

Alice Phelps, '13, is teaching in Tarboro. Lila Melvin, '14, is home demonstration agent in Person County.

Pattie J. Groves, '14, teaches the fifth and sixth grades in the Watts Street School in Durham.

Ruth Hampton Shuping, '14, is helping out the situation in the schools by resuming her teaching. She teaches in Greensboro.

Fannie Robertson, '14, teaches in Oxford.

Martha Decker, '15, was married on December 22nd to Lieutenant Joseph Edgar Kanipe.

Mabel Cooper, '15, is teaching in Wilson. Eva Logan ('15, Summer School) is home demonstration agent in Pender.

Roselle Dittmore, '15, now Mrs. John W. McIntosh, is living on South Eugene Street, Greensboro. We are happy to welcome her to Greensboro.

Helen Hunt, '15, is Mrs. Theodore Parham, of Oxford.

Frances Albright, '15-'17, during a recent visit to the college tells that she and her mother have moved to 508 Monteiro Avenue, Barton Heights, Richmond, Va. Miss Albright is teaching in Lowell.

Pauline Shaver, '15, is teaching in Badin.

Katherine Erwin, '15, is giving excellent satisfaction in her school work at Badin.

Mazie Kirkpatrick, '15, is county agent for home demonstration in Alamance. Her address is Wentworth.

Hallie Beavers, '15, is teaching mathematics in Winston-Salem. She came to the college in January with her sister who enters our commercial department.

Lillian Ellis, '15, is Mrs. A. C. Sisk, of Gastonia.

Gertrude Little, '15-'16, is home demonstration agent in Lee.

Edith Haight, '15, is now at Wellesley. She and Miss McAllester are both taking a course there. Both of them made a visit to the college in January.

Annie Albright, '15, stopped at the college on her way from Waynesville to Fremont at the close of her holiday. Her sister Elizabeth is with us.

Grace Bradford, '14-'15, is home demonstration agent in Moore.

Lois Cromartie, '14-'16, teaches in Lincolnton.

Miss Marcie P. Albertson is home demonstration agent in Pasquotank. She took the twelve weeks' course here in 1916.

Dorothy Renn, '14-'16, was with us for a

week end this month. She teaches in Hickory.

Minnie Noe, '15-'17, teaches in Lincolnton.

Frances Summerell, '16, came to visit the college early in the new year. She thoroughly enjoys her school at Fletcher. Two women on the school board are a great help in her work. She reports very cold weather in that section of the mountains. She looks as if the climate agrees with her splendidly.

Caroline Robinson, '16, visited old friends here on her return to Morganton after a prolonged holiday. She lives at the home of Annie Spainhour, where she is very happy.

Isabel Bouldin, '17, has a position in the Congressional Library in Washington.

Winifred Beckwith, '17, stopped to see us on her return to Lenoir. She likes her work. Her mother will spend the spring in Lenoir with her.

Etta Schiffman, '17, is reported by her superintendent as doing very successful work at Badin.

Louise Howell, '17, served as home demonstration agent in Randolph last summer. She now teaches domestic science in the Greensboro schools.

Susan O. Elliott, who took our home demonstration course in 1916, is county agent in Cleveland.

Hennie Cannon, '15-'17, now Mrs. A. D. McFadyen, of Hendersonville, spent the holidays in Greensboro and was with us at the college several times.

Sadie Priestoe, '17, spent the holidays with us.

We caught a glimpse of Kate Jones, '17, during her brief visit to the college.

Alice Vaiden Williams, '17, was heartily welcomed here by her many friends for a week end in January. She was returning to Lincolnton.

Sadie Lee Holden, '17, returned to Gastonia about the second week in January. We were glad to have her stop with us on Sunday.

Helen Warwick, '17, was married on December 24th to Dr. J. Roy Hege.

Olivera Cox, '17, teaches in Graham.

Etha Broadwell, '16-'17, is teaching at Bailey.

Annie Moran, '15-'18, has primary work in Salisbury.

Circe Coble, who took our home demonstration course in 1917, is county agent for Chowan.

Annie Tennent, '14-'17, has a position with the government and is living at 1347 Meridian Street, Washington, D. C.

Esther Gray is home demonstration agent in Craven. She took the twelve weeks' course here last spring.

Normal College representatives among the county rural school supervisors:

Catawba—Mary Rowe, '97-'00, Newton.

Gaston—Carrie Glenn, '06, Gastonia.

Harnett—Annie Cherry, '12, Lillington.

Johnston—Elizabeth T. Kelly, '98-'99, Smithfield.

Lenoir—Hattie Parrott, '00-'01, Kinston.

Northampton—Ethel Kelly, '08, Jackson.

Orange—Lulu Cassidy, '98-'05, Hillsboro.

Richmond—Lucile Elliott, '12, Rockingham.

Wake—Daphne Carraway, '98, Wendell.

Wake—Catherine Vernon, '12, Wake Forest.